



Photo by Rick McComb

Exploring the world

Russell Bell, a third-year primary student at Rutherford Elementary School, learns more about Thailand while reading a book about the Asian country in the school hallway. See Page 12 to learn how this Jefferson County school honors the different cultures of its diverse student population.

KTLC '06 begins March 9

The Kentucky Teaching and Learning Conference is being held this month, March 9-11, at the Kentucky International Convention Center in Louisville. The three-day professional development event has attracted thousands of educators from throughout the state for the past 27 years because it spotlights the latest in research-based education programs.

The annual event is designed around three-hour workshops and nearly 300

90-minute and two-hour sessions. Participants can select from 21 different topic areas to create a professional development opportunity tailored to their own needs or the needs of their schools.

Pathways
to
PROFICIENCY 06
KENTUCKY TEACHING & LEARNING CONFERENCE

Many workshops and sessions will be led by nationally known educators whose strategies and practices are focused on improving teaching and learning. Teachers and administrators also can receive hands-

See **KTLC** on Page 10

Board finalizes changes to graduation requirements

By Cathy Lindsey

cathy.lindsey@education.ky.gov

Kentucky's public high school students — beginning with the graduating class of 2012 — will be required to take more mathematics courses to earn a diploma. The Kentucky Board of Education voted unanimously at its February meeting to make this change in the minimum high school graduation requirements.

Under the new requirements, current sixth-grade students will have to complete one mathematics course each year of high school to better prepare for postsecondary education and the work force.

The three required mathematics credits include Algebra I, Algebra II and Geometry. Pre-algebra cannot be counted as one of the three required mathematics courses, but may be counted as an elective, according to the board's decision.

An integrated, applied disciplinary or technical/occupational course that prepares a student for a career path based on the student's Individual Learning Plan

may be substituted for a traditional Algebra I, Algebra II or Geometry course on an individual student basis. These courses must include the content standards of the courses they are replacing, including content strands of number property and operation, measurement, geometry, data analysis and probability, and algebraic thinking.

The board voiced concern about the availability of qualified teachers in Kentucky to teach Algebra II and other higher-level mathematics courses. Education Commissioner Gene Wilhoit said the department will be working with districts to prepare for the change.

Students will still need 22 credit hours for graduation. The first group of students affected by these changes will be high school freshmen during the 2008-2009 school year. Other minimum high school graduation requirements, which were further identified by the board, include:

- Language Arts: Four credits (Eng-

See **BOARD** on Page 10

Three Kentucky middle schools named 'Schools to Watch' for 2006

Three Kentucky public middle schools are among 27 exemplary middle-grades schools in seven states that have been named "Schools to Watch" for 2006. The National Forum to Accelerate Middle-Grades Reform has selected James T. Alton Middle School in Hardin County, Crosby Middle School in Jefferson County and South Oldham Middle School in Oldham County for the honor.

The recognized schools vary in size from several hundred to several thousand students and represent urban, suburban and rural communities in California, Colorado, Georgia, Kentucky, North Carolina, Ohio and Virginia. Eleven states are currently involved in the Schools to Watch program.

"State education leaders recommended the schools for the honor because of academic excellence, responsiveness to the needs and interests of young adolescents, and commitment to helping all students achieve at high levels. In addition, each school has strong leadership, teachers who work together to improve curriculum and instruction, and a commitment

to assessment and accountability to bring about continuous improvement," said Fran Salyers, director of the Center for Middle School Academic Achievement at

See **THREE** on Page 9

'Inside Kentucky Schools' soon available on Web

For 20 years, the Kentucky Department of Education's television show, "Inside Kentucky Schools" has taken viewers into Kentucky classrooms to watch successful teachers, education programs and practices at work. The program has been broadcast to viewers on Kentucky Educational Television (KET) and cable stations throughout Kentucky.

Now viewers will soon be able to access this award-winning program at their convenience through the department's Web site at www.education.ky.gov. A link to the most current epi-

sode will be posted on the home page when this service becomes available.

Originally called "Education Notebook," the program gives parents and teachers a closer look at what's going on in Kentucky schools. When the show took on a magazine format in 1995, the name was changed to "Inside Kentucky Schools." The program is a production of the department's Division of Video and Multi-Media Services.

Teachers and parents should check local TV listings for the times "Inside Kentucky Schools" will be broadcast by KET and local cable stations.

What's Inside

Bulletin Board	2
School Report Card is a great communication tool	3
Reid earns a 'Star of Teaching'	4
News about archery, reading and school safety programs	5
Mayfield students give life to Shakespeare's plays	6
Woodford students find recipe for success	7
Students find confidence through community mentors	8
News for school leaders	11

Bulletin Board



‘We the People’

“We the People: The Citizen and the Constitution” is a national scholastic program that teaches students about the U.S. Constitution and the Bill of Rights. School teams may compete in annual mock congressional hearings as part of the program.

This year, summer institutes are scheduled by grade level to acquaint teachers with program materials:

Elementary teachers — July 24

Middle school teachers — July 26

High school teachers — July 27

Contact: Rachel Bingham, (502) 573-2350, rachelb@kycourts.net

Murray State seeks outstanding teachers at all levels

Murray State University is accepting nominations for its 11th annual Kentucky Outstanding Teacher Award. One full-time teacher at each level — primary/elementary, middle and high school — will receive the designation and \$1,000.

A letter of nomination (maximum 750 words) must include one section on each of three criteria: demonstrated excellence in teaching, contributions to parental involvement in learning and commitment to school excellence. In addition to the nominee’s e-mail and mailing addresses, please include the nominator’s name, title, address, phone number, e-mail address and relationship to the nominee (self-nominations accepted). A letter of support from an administrator in the nominee’s school district, if the nomination is by someone other than an administrator, must be included.

The deadline for nominations is April 14. Send nomination as an e-mail attachment to John.Settle@coe.murraystate.edu or mail to John C. Settle, Director of School Services and Research, 3101 D, College of Education, Murray State University, Murray, KY 42071-3340. Refer questions to Settle at his e-mail address or by phoning (270) 762-3832.

Fort Harrod tours

Fort Harrod State Park is available for school field trips year-round. Costumed interpreters are at the park from April 16 through Oct. 31. Cost is \$2 per student in groups of 20 or more.

<http://parks.ky.gov/stateparks/fh/index.htm>

4-H camps need managers

Kentucky 4-H is looking for adults to manage four coed residential 4-H camps this summer. Youngsters ages 9 through 14 will attend the weeklong camps at Carlisle, London, Dawson Springs and Nancy. Camps are open May 26 through Aug. 4. Camp managers are responsible for supervising paid and volunteer staff, as well as

Events

administrative duties and camp management.

Salary range is \$300-\$465 a week. Managers receive free private living quarters, meals and use of a vehicle during the camp week. Housing is available for married couples. The camp managers training session is May 5-7, and training for all staff is May 21-26.

Contact: Donna Fox, (859) 257-5961, dfox@uky.edu
www.ca.uky.edu/agcollege/4h/camp

Project Ignition

Project Ignition, sponsored by State Farm Insurance and coordinated by the National Youth Leadership Council, gives students, grades 9-12, and their teachers the chance to work together to address the issue of teen driver safety. Twenty-five schools nationwide will each receive a \$2,000 grant for successful efforts. Applications are due April 1.

www.sfprojectignition.com/00home.html

Children’s theatre

Lexington Children’s Theatre presents “A Thousand Cranes,” based on the true story of Sadako Sasaki. The production is offered for school groups March 21-24 at 10 a.m. and 11:45 a.m. Recommended for grades 4-8. Tickets are \$5 per student.

Contact: Box office, (859) 254-4546
www.lctonstage.org

Brower Youth Awards

The Brower Youth Awards recognize six young people for their outstanding activism and achievements in the fields of environmental and social justice advocacy. Winners receive \$3,000 in cash plus a trip to California for the award ceremony and a Yosemite camping trip. Young leaders ages 13 to 22 may apply by April 15.

www.earthisland.org

World Children’s Festival

The World Children’s Festival, sponsored by the International Child Art Foundation, will be held on the National Mall in Washington, D.C., in the summer of 2007. Schools are invited to participate in this culmination of the Arts Olympiad, the world’s largest and most prestigious arts program for 8- to 12-year-old children. Submission of artwork is due April 30, 2006.

www.icafo.org

Art and creative writing contest

Kentucky students across all grade levels are encouraged to help Prevent Child Abuse Kentucky raise awareness of child abuse and neglect by entering an art and creative writing contest, “Life Through the Eyes of a Child.” For complete contest rules, contact Rebecca Kissick at rkissick@pcaky.org.

www.pcaky.org

Resources

Inspirational teachers

ING Financial Services provides funds for K-12 teachers through its Unsung Heroes Awards. One hundred educators across the nation will receive \$2,000 each for pioneering new methods and techniques that improve student learning. Awards are made payable jointly to the recipient and to the school. Application deadline is May 1.

www.ing.com/us/aboutING/communityconnections/ineducation/unsungheroes/001137.html

Engineering newsletter

“Forward Go Engineering” is an online newsletter for K-12 educators that promotes the importance of engineering and technology education. Materials are available on the Web to help teachers meet the challenge of making mathematics and science come alive for students.

www.teachengineering.com

Bulletin Board is compiled by Joy Barr
joy.barr@education.ky.gov

Photo by Rick McComb

Commissioner's Comments

The School Report Card is a great communication tool

By Gene Wilhoit

gene.wilhoit@education.ky.gov

The Department of Education is often contacted by parents who are relocating their families in Kentucky or by realtors calling for clients to find out where the “best schools” in Kentucky are located. Most callers expect us to hand over a “Top Ten” list of outstanding schools. They don’t understand that Kentucky’s education system doesn’t work that way.

We don’t rank schools or use such a list to talk about teaching and learning in our public schools. Student achievement in Kentucky is not a competition.

Rather than ranking schools, we talk about an individual school’s progress in moving all students to proficiency (100 on a 140-point scale) and beyond by 2014. We hold each of our 1,241 schools accountable for student learning and annually measure each school’s progress toward the 2014 goal.

While we don’t have a “Top Ten List,” we can refer parents to the School Report Card to help them learn more about schools in every district. The Kentucky Board of Education created the School Report Card in 1998 to provide parents and the general public with the most current information about student achievement, the learning environment and safety issues in each public school.

The School Report Card is a great communication tool for our schools, but it also can be a great communication tool for educators. Since your students’ parents receive a copy at their homes, you should be prepared to respond to their questions about the School Report Card during parent/teacher conferences, in the local grocery store or at school events.

By being familiar with the contents of your school’s report card, you can better answer questions about your school’s successes and help people understand the faculty’s plans to improve any deficient areas.

I believe conversations around the School Report Card can be opportunities to get important information to parents — information about topics they might not question. Equipped with this information, parents can begin thinking about how they can become more involved in their child’s learning.

Copies are available

If you’re a parent of a child in a public school, you should have received, or soon will be receiving, a 2004-2005 School Report Card for your child’s school in the mail. If you haven’t seen the School Report Card for the school at which you



Wilhoit

work, check your school’s Web site. Most schools post a downloadable copy on their Web sites and archive copies at the district office and local library.

You also can find a copy on the Kentucky Department of Education Web site at http://apps.kde.state.ky.us/report_card/. We maintain five years of School Report Cards on our Web site for each school.

In addition, each school maintains an Expanded School Report Card that provides parents with even more in-depth information on the school than the School Report Card contains. Parents just have to visit the school and ask to see the copy on file to access to the expanded document.

Before you begin looking at specific information on the School Report Card, you should know that each report contains information from three different years. Most data on the report card, such as the scores from state assessments, contest results, data on teacher qualifications and many other sections, refers to the base year, or most recent completed school year.

Your school’s contact information — its location, principal’s name, council members’ names and phone numbers — and the “About Our School” information are current. However, the non-academic data portion of the report card gives data about average daily attendance, retention, dropout and graduation rates and

transition to adult life from the year prior to the base year.

A visual aid to understanding

The Department of Education designed a user-friendly School Report Card to be used by every school. The department provides all data from the Commonwealth Accountability Testing System (CATS) for the report card. However, administrators, teachers, district assessment coordinators and others in each school and district are responsible for personalizing the school report cards with current information about the school. They draft the information about how teaching and learning occurs, recent awards and recognition students at the school have received and local data on parental involvement, school safety and school improvement initiatives.

The front page of each report card contains a photo of the school and a colorful CATS School Growth Chart that shows the school’s progress toward proficiency by 2014. The reader can quickly see if the school performance trend line lies in the “meeting goal,” “progressing” or “assistance” areas of the chart.

The accompanying CATS School Growth Data Table provides the same information in a table format. For some, it may be easier to see progress by comparing the school’s assessment index number to the expected goal line number and the assistance number.

The department provides data for charts on the inside pages. These charts reflect results from the Kentucky Core Content Tests, the National Norm Referenced Test and non-academic indicators.

Schools have their say

Throughout the four-page report card there is space for schools to provide anecdotal information about the school, student achievement in academic and arts competitions, school awards and recognition and plans for school improvement. These can be important pieces of the report card in getting your school’s message to parents about the quality of educational services being provided to their children.

A work in progress

Since the report card was first created in 1998, we’ve continued to revise the document to be the best communication tool for schools it can be. This year is no different. The department has several proposals before the 2006 General Assembly to enhance the report card beginning next year.

We are seeking these regulation changes:

- Eliminate the teacher qualification category concerning the percentage of classes taught by teachers certified for subject and grade level since almost all schools are reporting 100 percent compliance.

- Eliminate the category for the number of students transferred to alternative placement since this information is no longer collected by the department.

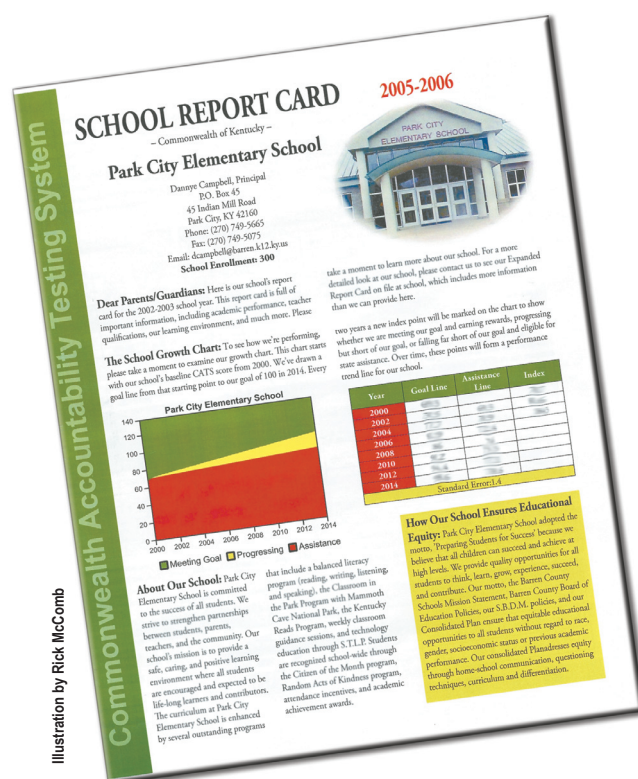
- Report “percentage of computers five years old or newer” in the “Student Resources” area instead of reporting the percentage of classrooms with Internet access. We believe this is a better technology barometer for parents since most schools report 100 percent access to the Internet.

We’re also redesigning the report card and making the typeface larger so it will be easier to read. Some of the current narrative sections will be merged to provide more space. I encourage every educator to work within his or her school to make sure this information gives parents a clear understanding of their child’s school. (The illustration on this page is a draft of the proposed, redesigned 2005-2006 School Report Card.)

And remember that you and parents also have access to the Expanded School Report Card, which provides more in-depth information. The expanded version is on file in every school office for the public to review.

I hope you and other educators at your school spend some time looking over your School Report Card. Make suggestions on how to improve those narratives schools provide. Discuss ways your school can use the School Report Card to let the community know more about your school and to solicit community support for your programs. The information on the School Report Card is worth sharing!

(To comment on this topic, contact Commissioner Wilhoit at gene.wilhoit@education.ky.gov.)



The proposed School Report Card for the 2005-2006 school year has been redesigned to make it easier to read.

Innovative strategies help Reid earn a 'Star of Teaching'

By Joy Barr

joy.barr@education.ky.gov

Enter Julie Reid's fifth-grade classroom at Sorgho Elementary and you will find an atmosphere that allows students to question and reflect with each other and with their teacher. The students at this Daviess County elementary school feel comfortable making mistakes, asking questions, finding different ways to solve mathematical problems and recognizing that there is more than one right way to do mathematics.

Reid incorporates different teaching strategies in her mathematics classroom. She recognizes that honoring different learning styles gives all students the opportunity to become interested in mathematics, feel successful, gain more confidence and want to learn more.

"My goal is to actively engage all students in learning and help them think, create new ideas and develop problem solving strategies for real-life situations," said Reid.

Reid, who has high expectations for all of her students, recently was recognized as Kentucky's 2005 American Star of Teaching. This national award was established to honor teachers who use innovative strategies and raise student academic achievement.

Begun in 2004, the American Star of Teaching recognition is part of the U.S. Department of Education's Teacher-to-Teacher initiative. The recognition program includes teacher workshops, teacher and principal roundtables, regular e-mail updates and free online professional development.

One teacher from every state and the District of Columbia — representing all grade levels

and disciplines — was honored as a No Child Left Behind 2005 American Star of Teaching. A committee of former teachers at the U.S. Department of Education selected the American Stars from among 2,000 nominations. Each teacher was selected based on his or her success in improving academic performance for all students. (See box on this page for application information.)

Daviess County Superintendent Tom Shelton said that Reid is a wonderful example of a teacher who gives more than is required. "Julie Reid really is an American Star of Teaching, but Sorgho Elementary also is an entire galaxy of stars of teaching and learning," said Shelton.

Sorgho Elementary, located in western Kentucky, is a Title 1 school with more than 400 students. Sorgho is a high-performing school with an academic index score of 102.7, already ahead of the state and federal 2014 goal of proficiency. The school's mission to be a "Safe Caring Haven Of Outstanding Learning" is displayed prominently throughout the building. It serves as a constant reminder to everyone — teachers, staff, students, parents and the community — of the importance of student learning and achievement.

In making the American Star presentation, representatives from the federal Department of Education said Reid helped raise Sorgho's mathematics scores on state testing from 76 to 108 in one year. Reid said she shared the credit for the dramatic increase with all Sorgho teachers and thanked her school family and students for their hard work.

"I genuinely love teaching and

come to school each day excited to be here," Reid said. "I think my students know I love them."

The 11-year veteran teacher uses mathematics manipulatives in the classroom to engage her elementary students and give them a physical model of why or how mathematics works. This helps students discover and understand important concepts, she said.

Reid aligns her curriculum with the "Program of Studies for Kentucky Schools." That helps her students focus on concepts they need for success now and beyond the fifth grade. Her teaching toolkit contains discovery lessons, peer group exploration, individual reflection and real-world connections to her classroom instruction.

Sorgho Principal Beverly Dawson said she enjoys observing Reid's classroom. "The minute you walk into her room, you get engaged in her teaching," Dawson said. "She forms a relationship with the students. She finds every child's strength and builds on that."

Reid employs the district's technology resources in her instruction. Using the Classroom Performance System, her students use remote-control devices to send their answers to the computer. Reid then can display the correct answer and class results at answering the question on screen. She also uses Success Maker Math, a mathematics technology program that educates students in basic keyboarding skills and mathematics awareness.

Reid uses active learning strategies to prepare her students for higher learning. "Julie is a master teacher. Not only does she know her content, she knows how to deliver it. She

forms a relationship with every child by truly caring for them, and in return, they will do anything for her," said Dawson. "The classroom environment is wonderful. She uses a wide variety of strategies to meet the varying needs of every learner. Julie groups students, has hands-on activities and uses every second



Photo by Lora Wimsatt, Daviess County Schools

Kentucky's American Star of Teaching award winner, Julie Reid, teaches the dimensions of length and width by having her students create scale drawings of their bedrooms and then calculate how much they would need to order to put carpet in the room.

as a teachable moment. Every child is engaged in active learning from the time they walk into her room until they leave."

Reid is active in the school's parent teacher organization, continuing her commitment to education beyond the class-

room and into the community.

She says she is constantly trying to improve herself, looking for a better way to reach the children — to teach. "She lives and breathes for the success of her students," said Dawson.

Contact: Julie Reid, (270) 852-7470, jreid@daviess.k12.ky.us

Talk to Us!

Kentucky Teacher wants to know what you think, what you need from the Department of Education, what you want to see in future issues.

E-mail: kyteacher@education.ky.gov

Phone: (502) 564-3421 or
(800) 533-5372
(toll free in Kentucky)

Fax: (502) 564-3049

Write: Kentucky Teacher
612 Capital Plaza Tower
500 Mero St.
Frankfort, KY 40601

2006 American Stars of Teaching nominations

The U.S. Department of Education honors outstanding teachers in every state through its American Stars of Teaching program. The program seeks to recognize innovative teachers who are improving student achievement. Nominations for 2006 are due by April 15.

www.ed.gov/teachers/how/tools/initiative/index.html



Photo courtesy of Kentucky Afield

Meece Middle School (Somerset Independent) student Taylor Cundiff concentrates on the bull's eye during last year's National Archery in the Schools national competition.

State archery program focuses students on success

Though still in its infancy, Kentucky's four-year-old Archery in the Schools program is gaining momentum and attracting the attention of educators across the nation. Nearly 450 Kentucky schools are experiencing amazing results in using archery to promote classroom success, improved behavior and increased attendance, said Jennie Richardson, a nationally known archery competitor who coordinates Kentucky's National Archery in the Schools Program (NASP) for the Kentucky Department of Fish and Wildlife Resources.

More than 220,000 Kentucky students (grades 4–12) currently participate in NASP. Since the archery program is aligned to "Kentucky's Core Content for Assessment," interested teachers can receive professional development training to integrate NASP into their curriculum. Parents and members of local communities also can become certified to serve as coaches for after-school teams.

Students representing Kentucky schools will compete against their peers on March 16 at the NASP archery tournament in Louisville. From its roots in Kentucky, the NASP has spread to 36 states, many of which will be represented at the March 16 event, and caught the interest of educators in 16 countries.

"The National Archery in the Schools program is helping students every day by motivating them to perform better in the classroom, have better attendance and feel better about themselves," said Kentucky Education Commissioner Gene Wilhoit. "This program has far exceeded our expectations. From its inception, it has grown rap-

idly into one of Kentucky's great success stories."

"We have schools documenting lower behavior referrals and dropout rates – because of archery," said Richardson, who as NASP coordinator works closely with participating schools. "It is hard to believe that one \$2,500 investment in archery equipment for a school can make that much difference. But it does."

Taylor Cundiff, a student at Meece Middle School (Somerset Independent) says his sights are set on being in the 2008 or 2012 Olympics. "Archery has provided me with all types of great opportunities in the past three years. When I finished third in the national tournament shoot-off in 2005, I received a \$1,500 college scholarship," he said. "Shooting against the high school guys last year was totally cool."

Allison Thompson, a student at Carter Elementary, said the archery program is changing students at her Monroe County school. "They realize this is something they can do," she said. "Even if they cannot play sports, they can do archery. Because of NASP many kids are getting the chance to do it!"

Grady Cofield, a student at Trigg County High School, agrees. "Archery is an amazing sport because anyone can do it, and it rewards practice," he said. "My future archery plans are to make the Olympic team and be able to shoot archery in a Division I college."

For more information about Archery in the Schools, contact Richardson at (606) 549-9918 or go online to www.kdfrw.state.ky.us and click on the National Archery in the Schools logo at the bottom of the page.

'Change of Heart' training can help schools create a more caring school climate

Ever wish you could find a way to get teachers, students and administrators around the same table to really listen to each other? The Kentucky Center for School Safety and Kentucky Child NOW! are collaborating on a program that does just that.

"Change of Heart: Creating a More Caring School Climate" is a research-based method developed by the Search Institute. This independent, nonprofit organization has identified and measured 40 developmental assets that are essential for student achievement and help students avoid high-risk behaviors.

The one-day training workshops are designed to help a selected group of students, teachers, administrators and support staff in middle and high schools improve the learning environment of their school and positively impact academic achievement. Participating schools also should see more positive interactions among students and between students and adults, higher attendance and improved participation in school-

related activities.

During the workshop, participants take steps to initiate or nurture positive relationships, intercede in negative interactions and take steps to complete an action plan for the school. Ongoing support for schools in the program includes monthly meetings and action-plan trainings to help participants set and accomplish goals.

The "Change of Heart: Creating a More Caring School Climate" training can be delivered by the Kentucky Center for School Safety at little or no cost to schools as part of its Technical Assistance program. Kentucky Child NOW! also offers \$200 stipends to schools that schedule the training, available on a first-come, first-served basis.

For more information or to schedule "Change of Heart" training, contact Doris Settles at (859) 257-9105, ddsettl@uky.edu. Information on this and other training opportunities can be found online at www.kysafeschools.org.

New program encourages finding safe routes to school

The federally funded Safe Routes to School program encourages children, including those with disabilities, to walk and bicycle to school. The program helps communities make bicycling and walking to school a safer and more appealing transportation alternative through education resources and funding.

The Safe Routes to School program provides students with greater safety measures as they walk or bike to school. It also helps students increase their physical activity. In addition, as more students walk or bike to

school, traffic volume and congestion decrease during school drop-off and pick-up times, making the trip much more pedestrian friendly. By reducing the number of short car trips, air quality can be improved.

Limited funding is available to help schools and communities plan, develop and implement projects and activities that will improve safety and reduce traffic, fuel consumption and air pollution in the vicinity of participating schools. Initiatives include infrastructure improvements and safety enhancements such as sidewalks, crosswalks, des-

ignated bike paths and reduced speed zones.

Projects eligible for funding must be within two miles of an elementary and/or middle school (P-8). The application deadline is March 31.

To learn more about the Safe Routes to School program or to download a funding application, visit www.saferoutes.ky.gov or call Jennifer Cook, Kentucky Department of Transportation, at (502) 564-2060. The Web site also offers free educational materials and lesson plans for teachers, as well as games and activities for students.

Colonel Academy involves parents in Henderson secondary schools

"Colonel Academy," an evening featuring dinner and 30-minute workshops, is providing parents of Henderson County middle and high school students with information about different academic and school-related activities in the district's schools.

The Colonel Academy is held several times a year and offers short sessions on a variety of topics, including how to apply for college scholarships, preparing for life after high school, understanding weighted grades, AP

classes and dual credit courses, preparing class schedules – understanding ILP (Individual Learning Plans), athletic scholarships, understanding 'school within a school,' homework help and writing portfolios.

Parents could participate in discussions about teens and drugs, and teens and sex. In addition, parents also could learn how to make a digital photo album for their child.

"The four Colonel Academy evenings held this school year

have been well attended," said Ellen Redding, director of community education/communications for the district. "Parents are pleased to have an opportunity to learn more about high school and what their child needs in order to succeed in life after high school."

The Henderson County High School Youth Service Center, guidance counselors and Henderson County Schools Community Education sponsor the Colonel Academy.

Mayfield students learn about Shakespeare by giving life to selected plays by the Bard

By Melinda Craig

Mayfield Independent Schools

Ask almost any high school student: Studying Shakespeare can be a “close encounter” of the worst kind.

But “Shakespeare and Peers” played to rave reviews this winter at Mayfield (Independent) High School. Junior English teacher DeAnn Anderson designed the project in which faculty and students created and performed skits based on some of the Bard’s most beloved works.

“I collaborated with teachers across the curriculum,” Anderson said of the project. “My objective was to raise students’ achievement when they study Shakespeare in all English classes at all grade levels throughout the high school.”

Traditionally, Mayfield High students read “Romeo and Juliet” as freshmen, “Julius Caesar” as sophomores, “Hamlet” as juniors and “Macbeth” as seniors. Students from English classes at all levels could volunteer to perform scenes they believed best characterized the particular play they were studying.

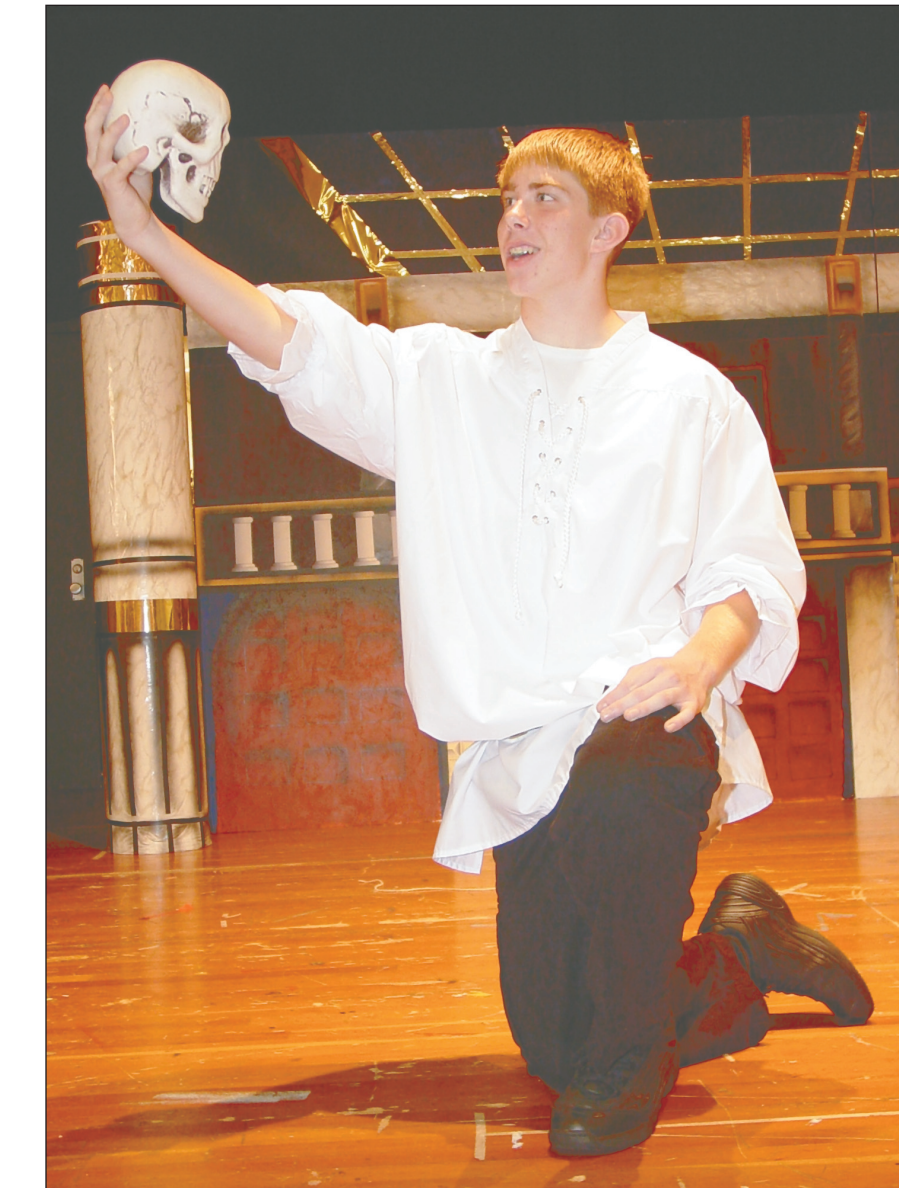
“Students in all classes have had special Shakespeare activities for years. They have created newspaper stories describing the events in lives of star-crossed lovers, have worn togas for the assassination of Caesar and have eaten Shakespeare’s birthday cake,” Anderson said. “We want them to have fun and, at the same time, develop a greater appreciation for Shakespeare.”

Anderson is a Shakespeare fan. “I wanted to share with my students my love of Shakespeare and excitement for reading and watching his plays,” she said. “I wanted my students to realize that literature, music, art, media, world civilization and other subjects shared commonalities.”

In addition to core classes in English and Accelerated English, Anderson teaches a class called Critical Analysis of Film. “In this course — and all of my other classes — I use film to help students focus on the idea that Shakespeare’s works are not archaic and irrelevant but have a clear connection to modern films, novels and even soap operas,” she said. “Students came up with ideas for short clips from modern films that referenced Shakespeare or famous lines from his plays.”

To spark the interest of students who “seemed apathetic to the ubiquity of Shakespeare,” Anderson said she “relied on research which revealed that unmotivated students benefit from integrating artwork or creative projects with literature.” Anderson gave all of her junior English students the assignment to design and create banners, each featuring a famous quotation from “Hamlet.”

“I discovered that students who seemed bored early on in the Shakespeare unit



Junior Caleb Garascia uses a skull as a prop for his performance of Hamlet’s “To be or not to be” soliloquy during the “Shakespeare and Peers” event at Mayfield High School.

excelled when they were encouraged to display their creative talents,” she said.

Student test scores on the “Hamlet” unit offered concrete evidence of learning. “After analyzing scores on the “Hamlet” tests from this year and the previous year, I discovered that last year’s average on the “Hamlet” unit test was 84, a C,” said Anderson. “This year’s average score increased to 91.3, a B.”

A performance is born

Anderson attended a tech-prep workshop that gave her the idea to research how other disciplines could be included in a project showcasing the works of Shakespeare. “I returned from the workshop excited and prepared to enlist the help of teachers across the curriculum,” she said.

Integration of the unit across the curriculum was a huge success, she said. Teachers in many disciplines were able to incorporate work for the culminating performance into their classwork. Art teacher Brian Parks’ students used their knowledge of medieval architecture and designs to paint the backdrop for the school-wide performance. Industrial technology teacher Chris Guhy and his classes constructed the set.

language barrier. Spanish teacher Rebecca Peebles directed her students in a skit based on the works of Shakespeare’s Spanish contemporary Miguel de Cervantes.

While Mayfield English teachers spent two to three weeks studying Shakespeare’s plays in class, students worked for several months after school perfecting their performances for “Shakespeare and Peers.” Seventy-nine students across the grade levels participated in the performance before an evening audience of more than 300 parents and community guests.

“The large turnout was the result of a careful public relations effort,” Anderson said. “I asked our Community Relations Director, Anita Granier, to publicize ‘Shakespeare and Peers.’ She invited a local newspaper reporter to a dress rehearsal for the preliminary story, and contacted local radio stations and our regional television station, which advertised the performance. I also sent junior parents individual invitations to the event.”

The heart of “Shakespeare and Peers” was performances of famous scenes from Shakespeare: the balcony scene from “Romeo and Juliet,” the assassination of Julius Caesar, Hamlet’s soliloquy and the witches spell from “Macbeth.” However, students and faculty used their creativity to interpret the Bard’s work.

English teacher David Green played Hamlet à la John Wayne. A group of students translated Shakespeare’s work into a choreographed stomp routine.

Because the production called for a wide range of talents, student involvement among the junior students was 93 percent, Anderson said. Only seven juniors did not perform in or attend the event.

Students’ test scores rose with the participation rate, according to Anderson. “One student who failed the first grading period with a 61.2 percent average took part in the ‘Shakespeare and Peers’ dance routine,” Anderson said. “Before the event, she rarely answered my questions in class. During her work with the project, she answered higher-order questions and thought critically about “Hamlet,” and her grade average increased to a 93, a B.”

Mayfield English teachers at all levels agree that the “Shakespeare and Peers” performance created excitement and motivated students as they studied the playwright. “Students made a better connection to Shakespeare because they saw how much he had written and how influential he still is today,” said freshman English teacher Kay Bell.

Contact: DeAnn Anderson, (270) 247-4461, danderson@mayfield.k12.ky.us

(Melinda Craig is a senior English teacher at Mayfield (Independent) High School.)



Freshman Logan Sparks, left, and Stephen Agin are dressed for the parts of Romeo and Juliet as they deliver the lines from that play’s famous balcony scene.

Photos by Melinda Craig, Mayfield Independent Schools

Students find recipe for success in Woodford culinary skills classes

By Joy Barr

joy.barr@education.ky.gov

Woodford County High School has found a successful recipe for preparing students to become well-balanced individuals who contribute to their families and community. The school's curriculum gives students a variety of opportunities to explore careers, learn job skills and get on-the-job experience through its Career and Technical Education program.

The school offers many traditional courses in agriculture, business, family and consumer sciences, medical sciences and technical education. These studies address the knowledge and skills necessary to make appropriate consumer decisions in

dealing with authentic life issues. They also help students prepare for the transition from high school to postsecondary education and the work place.

However, interest in classes offered by the Family and Consumer Sciences Department has increased so much that the department now offers career majors in hospitality and child-care. In fact, the department's culinary skills class is so popular with the junior and senior students eligible for the classes that a third teacher was added to meet the demand.

"These classes are vital to all students. We all have to eat, and many of us will be parents or impact a child's life somewhere in the future. Economics, time

management, nutrition, child care — all of these are important skills for adults to have," said Chris Bott, culinary skills teacher.

The family and consumer science classes are organized around core content for practical living and the Kentucky Occupational Skills Standards. The classes illustrate the relevance of mathematics and science to real-life issues. They challenge students to see the connection between what they are doing in school and their career goals, Bott said.

"Family and consumer science classes help students learn skills about teamwork, decision making and organization," said assistant principal Kate McNelly. "The culinary skills classes challenge students to develop a strong work ethic if they want to complete the cooking task in a timely manner."

Practical living skills taught in the culinary skills classes help students develop a solid foundation to live a healthy lifestyle. Students spend a great deal of time learning basic nutrition, basic nutrients, table setting/etiquette, the new dietary food pyramid, benefits of following a shopping plan and planning for entertaining. They learn correct cooking methods for eggs, quick breads, meat, dairy, fruits, vegetables and legumes. They also learn about types of food presentation, and proper safety, sanitation and storage techniques.

In the culinary skills class, students use strategies for choosing and preparing for a career in the hospitality industry. They demonstrate skills and work habits that lead to success in future schooling and work.

Once students enter the classroom and put away their book bags, they put on aprons, pull back their hair and wash their hands in preparation for the tasks at hand. Much of the class is self-directed. However, Bott gives the students directions for

the class work or she may lead a demonstration using terminology necessary for proper food preparation.

Problem solving is a big part of the class. Students often have to figure out how to execute the cooking steps and fix possible mistakes. The class reinforces mathematics skills by giving students experience with measuring, conversions and proportions. "It is one thing to calculate measurements on paper. It's quite another to actually measure and prepare recipes properly," said Bott.

While recommended as one of the courses for the hospitality major, some junior and senior students take the class because of personal interest. Others take the class and "run with it," Bott said. The major is designed for those students interested in becoming chefs or working in nice restaurants. In addition to the culinary skills class, students also can take classes in the principles of food service and specialized service in hospitality.

Junior Sean Tippet is considering becoming a chef. "My uncle is a chef, and I really enjoy watching and listening to him," he said.

A former WCHS student is now enrolled in the new culinary skills program at Sullivan College in Lexington. Other students have enrolled in foods courses at vocational and technical schools. Some have even continued their education at Johnson and Wales University, a postsecondary institution emphasizing business, hospitality, culinary arts and technology training at six campuses throughout the country.

Junior Coral Morel has taken two of the hospitality courses, culinary skills and principles of food service. "I really enjoyed the classes and like to cook," said Morel. Jake Crabtree, another junior, thought the culinary skills class would be fun but admitted he is really learning a lot.

Senior Lindsey Coon said she took the class to learn how to cook. Jaime Rhodes, a senior, found cooking to be actually



Woodford County High School junior Jake Crabtree concentrates as he measures out ingredients for a recipe he is preparing in the culinary skills class.



Photos by Joy Barr

Culinary skills class members are busy in all kitchen areas as they work to prepare a luncheon meal for invited guests. Teacher Chris Bott helps a group of students put the final touches on a fresh vegetable salad.

easier than she originally thought. "I would go to the store and see something and say, 'Wow, how did they do that?'" she said. "But I've learned it's not so hard if you follow the directions and are organized."

Two foreign exchange students at Woodford County High School are enrolled in the class. Both juniors, Aom Nupong and Jan Poovudhikul had never cooked before taking the class. They have enjoyed learning the basics of American food preparation and working with their classmates, they said.

"Some of the more challenging recipes that the students prepare are yeast breads. This unit really challenges many of them to complete all of the steps. Molded candy offers another challenge because of a typical student's lack of patience," said Bott. "However, the most demanding task for the students is 'putting it all together.' Time management, working with a team and getting along with others are skills that are developed.

"Our cake decorating unit is always demanding," noted Bott. "We plan, practice and then bake a cake. Each student designs and makes a full-size cake. It is very challenging ... Imagine storing 90 cakes for three days for students to complete. Sometimes as a teacher I think I must be crazy, but seeing the students succeed makes all the work worthwhile!"

Contact: Chris Bott at Woodford County High School, (859) 873-5434, cbott@woodford.k12.ky.us

Students find confidence through community mentors

By Cathy Lindsey

cathy.lindsey@education.ky.gov

Positive adult relationships play a tremendous role in the success of students. State educators know this because that's what Kentucky middle and high school students have told them at various student education summits held across the state this school year.

In Washington County, this is not a new concept. For 10 years, community members there have served as mentors to at-risk students at all grade levels throughout the district. The objective is to help these students catch the "3 A's to Success: Attendance, Academics and Attitude."

"We realized there needed to be a new role model for some of our students," said program founder Rose Goodlett. "Often education is not valued in the home, so we felt the need to show students that value through stable adult relationships at school."

To get the program started, Goodlett sought help from the community. She needed positive role models who would be willing to provide a committed relationship for a student throughout the school year and, hopefully, mentor the student until high school graduation.

That first year, she personally hand-picked members of the community she thought could help a particular child. Initially, there were seven mentors at Washington County Elementary School. Today, there are nearly 100 mentors working with students in every school in the district.

Goodlett said she assigns mentors to students at the elementary level because the younger students are more open to those relationships. The mentor can "grow" with the student and provide help during the transition to middle and high school, she said.

Many professionals from the community serve as mentors: the county judge-executive, county attorney, city attorney, chief of police, circuit clerk, the president of St. Catharine College and two bank presidents. There also is a basketball coach, as well as ministers, retired men and women, and grandmothers and grandfathers.

"Besides the rewards the students receive from their relationship with a mentor, the mentors also get as much out of this as the child," said Goodlett, who now serves as mentor program coordinator for Washington County Elementary. "It's helpful for members of the commu-

nity to see what kinds of students we have. Their paths would never have crossed otherwise."

Support from administrators and teachers has been a big part of the success of the program, according to Goodlett. The teachers are sensitive to the students' needs and refer students for the program to the principal who then contacts Goodlett, she said. Sometimes parents request a mentor for their child because of circumstances at home.

Potential mentors undergo a police background check and attend mentor training. Goodlett tells mentors they must be willing to give two things: their time and their hearts. After getting parental permission, the mentors spend 30 minutes once a week with their students at their schools.

At first, they play games to build trust and friendship. They talk about things the mentors would talk about with their own children. The mentors ask about school and take that extra interest in the students' education, Goodlett said.

Mentors do a variety of things at school with their students. They may eat lunch in the school cafeteria with their students, pass a football in the school's yard, draw pictures in the school library or just talk.

"The mentors provide support to students that they often are not receiving outside of the school environment," said Lou Ann George, fifth grade teacher at Washington County Elementary. "They offer educational assistance with struggling students, moral support for the emotionally needy students and adult friendship, in general."

Mentors can ask for permission to take their students to other activities outside of school. They try to expose the students to new activities and experiences. Some mentors have taken their students to ball-games, museums and even the dentist.

Mentors also celebrate the students' academic progress. According to Goodlett, emphasis is placed on "doing your best because you are worth it." This encourages students and gives them the confidence to try harder in school, she said.

"We've had unbelievable feedback from students," Goodlett said. "It's nice for them to get attention from someone besides family. That makes them feel important. That makes them feel special."

Goodlett said teachers have reported that once a mentor has been assigned, the student will participate more in class. Students in the program seem happier and more confident.

"I have witnessed withdrawn students blossom into contributing young people," said George, the elementary teacher.

Students also do better in the classroom. Progress reports and testing data show academic improvements for many of the students involved in the program.

"The impact that this program has had on academic achievement at our school has been great," George said. "Many of the students involved in this program are scoring proficient and distinguished on the CATS (Commonwealth Accountability Testing System) test each year."

The district also has seen a decline in absenteeism and discipline referrals for a majority of the students involved in the program, said Goodlett.

"The mentors encourage and teach students who may have classroom behavior problems to become respectful classroom members," George said.

"Our mentors have hopes, dreams and high expectations for their students," Goodlett said. "We've had students come to school, stay in school and succeed in school because of that relationship with their mentor."

For more information, contact Rose Goodlett at (606) 336-5490, rgoodlett@washington.k12.ky.us.



Photos by Rick McComb



Washington County Elementary third-year primary student John Allen Coulter, plays Pick-Up Sticks with his mentor Robin Pudlo. The pair has been working together for 30 minutes each week of the school year for about two years.

Austin Brown, an exiting primary student at Washington County Elementary, works on an art project as his mentor, Steve Wharton, watches.

Three from Page 1

Eastern Kentucky University, which coordinates the program in Kentucky.

Selection was based on a written application that required schools to show how they met criteria developed by the National Forum. Schools that appeared to meet the criteria were then visited by state teams who observed classrooms, interviewed administrators, teachers, and parents, and looked at achievement data, suspension rates, quality of lessons and student work.

"These schools demonstrate that high-performing middle-grades schools are places that focus on academic growth and achievement," said John Harrison, president of the National Forum. "They also are places that recognize the importance of meeting the needs of all of their students and ensuring that every child has access to a rigorous, high-quality education."

Launched in 1999, Schools to Watch began as a national program to identify middle-grades schools across the country that were meeting or exceeding 37 criteria developed by the National Forum. The Forum's Web site www.schoolstowatch.org features online tours of schools, as well as detailed information about the selection criteria used in the recognition program. The addition of these 27 schools brings the total number of Schools to Watch to 79 nationwide.

For more information about the Kentucky schools and the Schools to Watch program, contact Fran Salyers at (859) 608-2368, fran.salyers@eku.edu.

Changed your address?

Kentucky Teacher receives mailing addresses for all active Kentucky certified classroom teachers and administrators from the Kentucky Teachers' Retirement System. If you are employed by a Kentucky public school, you can change your address or mailing information in one of two ways:

- Complete a change of address form that can be downloaded from the retirement system's Web site at <http://ktrs.ky.gov/ktrsresources/MEMinfo/chgaddrnew.htm>.
- Submit a written request that includes your old address, new address, your Social Security number and your signature.

Mail the form or your written request to:

Kentucky Teachers' Retirement System
ATTN: Tammy Brown
479 Versailles Rd.
Frankfort, KY 40601

If you are not a current teacher or administrator, e-mail your change of address to kyteacher@education.ky.gov or send your change of address information in writing to:

Kentucky Teacher
612 Capital Plaza Tower
500 Mero St.
Frankfort, KY 40601

More Kentucky students successfully took advanced placement exams in 2005

By Lisa Gross

lisa.gross@education.ky.gov

More Kentucky public high school students took Advanced Placement (AP) examinations and more scored at higher levels in 2005 than in 2004, according to data recently released from the College Board.

In 2004, 9,458 Kentucky public school students took 13,506 AP exams. In 2005, 10,387 students took 16,361 exams. This is an increase of 6.4 percent in the number of test takers and a 7.1 percent increase in the number of exams taken. Since 1999, the number of Kentucky public school students taking AP exams has risen — 6,175 students took AP exams that year.

Kentucky also has seen growth in the numbers of ethnic minority students who participate in AP classes and take exams. Since 1999, the number of non-white public school students taking one or more AP exams has more than doubled.

In 2004, 355 African American students took AP exams; in 2005, that number increased by 15 percent to 410. In 2004, 114 Hispanic students took AP exams; in 2005, that number increased by nearly 29 percent to 148.

AP exams are graded on a point scale from 1 to 5. In 2004, 6,951 of the exams taken by Kentucky public school students received grades of 3, 4 or 5. In 2005, 7,545 of the exams taken received grades of 3, 4 or 5. This is a one-year increase of 7.4 percent.

The College Board's Advanced Placement Program enables students to pursue college-level studies while still in high school. Based on their performance on the rigorous AP exams, students can earn credit, advanced placement or

both for college.

In 2005, a report from the National Center for Educational Accountability noted that, in African American, Hispanic and White ethnic groups, five-year college graduation rates were from 28 to 33 percent higher for those students who took AP exams and received grades of 3, 4 or 5. Five-year college graduation rates were 10 percent to 20 percent higher for students in those groups who took AP courses but did not take the exams.

In 1987, the Kentucky Board of Education established the Commonwealth Diploma Program to encourage Kentucky's

ematics, foreign language and one additional AP course) and completion of at least three AP exams.

Senate Bill 74, passed by the Kentucky General Assembly in 2002, required the development of a core AP curriculum and the expansion of access to AP courses through the Kentucky Virtual High School. Currently, 34 AP courses are offered in Kentucky, including art history, biology, chemistry, English literature, United States history, physics and statistics.

Schools and districts determine requirements for student eligibility. Common criteria include grades, teacher recom-



Male High School (Jefferson County) sophomore Dani DePorter checks answers to her homework during an Algebra II class.

Photo by Rick McComb

high school students to take demanding and rigorous courses that would prepare them for college. Criteria for the diploma include successful completion of at least four AP courses (English, science or math-

mendations, and PSAT and other test scores. Many schools utilize an application process. The College Board strongly encourages a non-exclusive admittance policy.

Number of Public School Students Taking One or More AP Exams (By Ethnicity)

Ethnic Groups	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
African American	135	154	202	338	355	410
American Indian	13	16	14	23	33	28
Asian	202	234	282	298	382	446
Hispanic	54	66	69	82	114	148
White	5,621	5,883	6,656	7,529	8,471	8,952
Other	100	120	135	155	192	219
No Response	50	85	84	123	141	184

Board from Page 1

lish I, II, III, IV) to include the content strands of reading, writing, speaking, listening, observing, inquiry, conventions, analysis, and using technology as a communication tool

- Social Studies: Three credits to include the content strands of historical perspective, including U.S. history, economics, government and civics, geography and cultures and societies

- Science: Three credits to incorporate lab-based scientific investigation experiences and include the content strands of biological science, physical science, earth and space science, and unifying concepts

- Health: A half-credit to include the content strands of well-being, consumer decision, personal wellness, mental wellness and community services

- Physical Education: A half-credit to include the content strands of personal wellness, psychomotor and lifetime activity

- History and appreciation of visual and performing arts (or other arts courses which incorporate this content): One credit to include the content strands of arts, dance, music, theatre and visual

arts or a strands-based specialized arts course based on the student's Individual Learning Plan

- Academic and career interest student-based learning experiences: Seven credits including four standards-based learning experiences in an academic or career interest based on the student's Individual Learning Plan

- Technology: Demonstrated competency

The board also clarified the regulation concerning the appropriate development and implementation of the Individual Learning Plan. Throughout the regulation, "Individual Graduation Plan" has been replaced with "Individual Learning Plan."

Changes to the minimum high school graduation requirements and adjustments to the Core Content for Assessment have necessitated changes to the Program of Studies. The Program of Studies outlines the minimum content standards required for all students for the required credits for high school graduation and the content standards for primary, intermediate and middle-level programs that lead to the high school requirements.

The board discussed and reviewed drafts from the areas of science, social studies and high school reading. Karin Hess of the Center for Assessment, a national not-for-profit organization, led the discussion. Final board approval of the updates to the Program of Studies is expected at the board's April meeting.

The board also reviewed revisions in the language of the regulation regarding writing portfolio procedures. Some of the revisions include establishing a stronger focus on the appropriate use of time, establishing that writing tasks are to be linked to real-world situations and writing styles and evolve out of standards-based units of instruction, and changing the number of the portfolio pieces for each grade level to align with the 2007 assessment design approved by the board.

The board will vote on final approval of the revisions in this regulation at its April meeting.

The board also gave final approval on a pupil attendance regulation. This will allow schools to count students in attendance who are participating in performance-based credit experiences, such as

internships. It also will allow districts to receive full-day funding for students who are not age six by Oct. 1, but whose developmentally appropriate placement would best be served in the second level of the primary program. This could only occur, however, if a student meets specified criteria in the regulation and is approved by the Kentucky Department of Education.

The board heard a report from the Kentucky High School Athletic Association (KHSAA) regarding proposals that would prevent recruiting of athletes by public and private schools. During this discussion, the board agreed to ask KHSAA to reconvene its task force to develop a proposal for action by the group's Board of Control. The board asked representatives from KHSAA to bring a solution to the state board's April meeting.

The next regular meeting of the board will be April 11 and 12 at the Kentucky High School Athletic Association in Lexington. More information about the board is available online at www.education.ky.gov. Click on "KDE QuickLinks" in the upper right-hand corner. Scroll down to "State Board of Education" and click.

KTLC from Page 1

on training with the latest in educational technology at the conference.

The deadline for early registration has passed. However, registration will be available onsite. Full registration is \$125. One-day registration (either Friday or Saturday) is \$75. The student registration fee is \$50.

Conference registration does not include admission to any of the three-hour ticketed workshops. Registration for the workshops is \$50.

In addition to the conference, participants have the opportunity to preview and purchase the latest in educational tools, software and classroom products

in the Exhibit Hall. The exhibit area also will be the site of a Grand Opening Chocolate Reception on Thursday evening, March 9.

All conference participants 18 and older, except for conference staff and exhibitors and their families, are eligible for prizes that will be given away

during the conference. Among the prizes are a cruise, plasma TV and laptop computer.

For last-minute information about the conference, contact Thelma Whiteside at (502) 564-3421, ktlc@education.ky.gov or visit the conference Web site at www.kentuckytlc.org.



Photos by Rick McComb

Making points for refocusing secondary schools

During the winter meeting of the Kentucky Press Association, Willard Daggett, president of the International Center for Leadership in Education, tells editors and reporters from Kentucky's daily and weekly newspapers about changes secondary schools need to make to help students be successful in school. Daggett will return to Kentucky as keynote speaker at the 2006 Kentucky Teaching and Learning Conference March 9-11 in Louisville.

Leadership Letter

Compiled by Joy Barr
joy.barr@education.ky.gov

Model Schools Conference

The 12th annual Model Schools Conference is set for June 25-28 at the Gaylord Palms Resort in Kissimmee, FL. Sponsored by the International Center for Leadership in Education, the conference showcases elementary, middle and high schools across the nation that are successful at providing all students with a rigorous and relevant education.

www.leadered.com/register.html

Kentucky education facts and figures

The Kentucky Department of Education is the source for a variety of facts and figures about education in Kentucky. The department updates the "Facts about Kentucky's Education Community" every year. All information in the current fact sheet was gathered for the 2004-2005 school year unless otherwise noted.

Here is a sample of the information available on the department's Web site:

Kentucky has 1,241 public schools in 176 school districts. There are 751 elementary schools, 228 middle schools and 230 high schools. Four schools serve students from entering primary through

12th grade. There are 27 preschools and one 9th-grade school.

A total of 656,503 students attend public schools. Nearly 15 percent of the students are minorities.

It takes a lot of people to operate those schools. Kentucky employed 40,833 teachers in the 2003-2004 school year. For the same year, 7,712 certified staff members served in schools and districts.

Money for schools comes from three basic sources – federal, state and local. The money available in 2005 for Kentucky public schools included \$3.092 billion from state sources; \$1.620 billion from local sources; \$647 million from federal sources.

The Kentucky school year is 185 days long. This includes four days of professional development and two planning days for teachers and four holidays. Most school districts operate on the same school calendar. However, 32 districts have alternative calendars, and individual schools within Fayette and Jefferson counties and Ashland Independent districts have alternative calendars.

School districts employ 11,578 full-time, licensed bus drivers. There are 9,586 school buses.

For more facts and figures about Kentucky schools and districts, go to the

department's Web site at www.education.ky.gov, click on News Room in the left-hand menu and scroll to "Facts about Kentucky's Education Community." Or enter "facts" in the keyword/search box atop any page.

KHEAA Teacher Scholarship Program

Many Kentucky public school districts are working to "grow their own" classroom teachers through local programs such as Future Educators of America (FEA) clubs.

As part of the process of recruiting future teachers, school administrators, counselors and FEA advisors should be aware of the Kentucky Higher Education Assistance Authority (KHEAA) Teacher Scholarship Program.

This program provides financial aid to highly qualified Kentucky students pursuing initial teacher certification at participating Kentucky institutions. All applicants must be Kentucky residents enrolled full-time (unless enrolled for the final term of a teacher certification program and less than full-time enrollment is required to complete the program). Applicants must demonstrate financial need to qualify.

Juniors, seniors, post baccalaureate or

graduate students may receive an academic year maximum of \$5,000.

If a recipient does not complete the program or does not render qualified teaching service, the scholarship becomes a loan and the recipient is required to repay the amount disbursed with 6 percent interest that accrues from the date of disbursement.

To apply, students must complete a Free Application for Federal Student Aid (FAFSA) and a Teacher Scholarship application by May 1.

www.kheaa.org/prog_tchschl.html

Safe Schools Conference calls for presenters

Educators interested in presenting at the 12th annual Kentucky Safe Schools Conference, scheduled for Oct. 2-3 at the Galt House East in Louisville, must submit their proposals by April 21. The event is sponsored by the Kentucky School Boards Association and the Kentucky Center for School Safety. Proposals to present should emphasize the connection between school safety, student discipline and a range of positive student outcomes such as reduced dropout rates, improved attendance and high levels of academic achievement.

For more information about the conference, contact Tamara Tatum, (800) 372-2962, tamara.tatum@ksba.org.

Rank I education courses available online

From its small campus in southeastern Kentucky, University of the Cumberlands has found an important niche in distance learning. The university is helping teachers across the state increase their knowledge, salary and experience in the classroom through its online Rank I program.

"We offer Rank I accreditation in any specific discipline," including special education, reading and administration, said Gary Pate, chair of the university's Education Department. The university also enrolls teachers working toward certification in administration, which they can work toward at the same time as the Rank I.

The Rank I online education program was developed with Learning House Inc. and is available to teachers throughout the state. For more information about this online Rank I program, visit www.elearnportal.com/cc on the Web or e-mail elearn@ucumberlands.edu.

Law Day is May 1

Kentucky educators can help students learn more about how the nation's legal system works by planning units of studies and activities to commemorate Law Day on May 1. The theme for this year's event is "Separate Branches, Balanced Power." Americans have observed Law Day since 1958 to celebrate individual freedom and justice under law.

www.lawday.org



Photo by Rick McComb

Honored legislative guests

Visitors in the gallery of the Kentucky House of Representatives join in the applause for some of the 166 Kentucky teachers who received National Board Certification in 2005. The newly certified teachers were honored on the floors of both the House and the Senate chambers following a recognition program in the Capitol Rotunda in Frankfort during January. A total of 899 National Board Certified Teachers work in public schools throughout the state. Kentucky's goal is to have at least one National Board Certified Teacher in every public school by 2020.

It's a small world for students at Rutherford Elementary School

By Cathy Lindsey

cathy.lindsey@education.ky.gov

You don't have to go all the way to Disney World to realize that it's a small world after all. Just visit Rutherford Elementary School in Jefferson County, where English is a second language to students who speak more than 20 languages.

"Walking into our school is like walking into a little United Nations," said principal Fredericka Hargis.

About 23 percent of the student population is Asian and 29 percent is African American, Hargis said. Students also hail from Spain, Cuba, Mexico, Guatemala, Africa, Haiti, Iraq and Pakistan, to name a few.

"Many students and their parents come to Rutherford speaking no English," Hargis

said, "but the young ones learn quickly and often end up serving as translators between parents and teachers."

As part of their Reading is Fundamental program, students at Rutherford recently participated in a school-wide Chinese New Year celebration. The school uses traditional celebrations from countries represented by the culturally diverse student population to expose all students to different cultures.

The school staff works to introduce students to the different genres of culture through the school's Arts and Humanities program. However, individual classes celebrated the new year in a variety of ways.

Students read Asian literature, presented book reports on the Asian culture, sampled Asian

food and drink, visited a specially constructed Japanese tea house in the school library media center and participated in a traditional Chinese dragon parade through school hallways. Some students even wore their own traditional Asian clothing.

"There are so many celebrations throughout the year," Hargis said. "No one is left out."

She said all students are proud of their cultural heritage and are very willing to learn more about others. "The children understand the diversity because they live in it," Hargis said. "This school is a good representation of what the real world looks like."

Contact: Fredericka Hargis, (502) 485-8320, fhargis1@jefferson.k12.ky.us.



Photos by Rick McComb

Dressed in traditional Asian clothing, primary student Tammy Trieu reads her book, "Grandfather's Dream," by Holly Keller, outside the tea house constructed in Rutherford Elementary's library media center.



Students wind through the hallways at Rutherford Elementary as part of a traditional Chinese New Year dragon parade.



Kentucky
Teacher

Non-Profit Organization
U.S. Postage
PAID
Lexington, Kentucky
Permit No. 1

Primary teacher April Perry prepares her class to listen to book reports that will be given about Asian literature at the Japanese tea house.